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Prakata

Penulisan buku ini dicetuskan oleh refleksi terhadap syarahan perdana yang penulis sampaikan di Fakulti Pendidikan, Universiti Malaya sebagai profesor pendidikan matematik pada 13 Disember 2003. Refleksi tersebut menyedarkan penulis tentang peri pentingnya kemerdekaan jiwa dan meningkatkan komitmen penulis untuk mengembangkan pendidikan matematik di Malaysia dengan berlandaskan pendekatan bersepadu. Pokoknya, perspektif bersepadu mempunyai gagasan yang menyeluruh tentang hakikat kejadian, kewujudan, dan realiti manusia (ontologi), kesahihan dan kefitrihan pengetahuan serta proses mengetahui (epistemologi), hakikat nilai dan akhlak (aksiologi), dan hakikat penaakulan dan penghujahan (logik). Perspektif tersebut mampu membebaskan diri insan daripada belunggu penjajahan sekular dalam semua bentuk.

Teori psikologi Barat seperti teori pemprosesan maklumat, konstruktivisme radikal, dan konstruktivisme sosial adalah cukup dinamik, tetapi kedinamikan itu hanya berkisar dalam arena sekular. Teori psikologi Barat menyetepikan aspek metafizik dan tanpa bimbingan wahyu kenabian, teori tersebut tidak mampu untuk memenuhi keperluan jiwa dan rohani manusia. Kekuatan intelektual bukan satu-satunya matlamat pendidikan matematik. Kehadiran pendekatan Islam Hadhari pada tahun 2004 mengajak kita untuk menggunakan seluruh keupayaan termasuk pendidikan matematik untuk membina masyarakat yang bertamadun tinggi.

Masyarakat hadhari dibina berasaskan penglibatan aktif, refleksi, abstraksi, dan penghayatan yang menyeluruh, dan bukan di atas kekuatan kibaran sepanduk dan laungan retorik. Mutu kepimpinan juga mempunyai pengaruh yang besar terhadap keupayaan sesebuah institusi atau masyarakat untuk mencapai tahap kecemerlangan. Sekiranya pemimpin pendidikan, institusi, masyarakat, atau negara mengamalkan ajaran agama dan akhlak mulia serta menguasai kekuatan adab, intelektual, dan profesionalisme yang tinggi, maka kakitangan bawahan atau rakyat biasa lebih mudah untuk mengamalkan perkara yang sama.

Pengalaman mengajar penulis bahawa adalah lebih cepat dan mudah untuk meruntuhkan daripada membina sesuatu yang baik.

Perspektif bersepadu dan pendekatan Islam Hadhari menjelaskan bahawa masyarakat bertamadun tinggi dan pendidikan yang cemerlang tidak dapat dibina oleh insan tak berjiwa yang terdiri daripada akal dan nafsu tetapi tandus kejernihan jiwa dan rohani. Untuk membentuk sebuah negara maju berdasarkan acuan sendiri, kita berdepan dengan persoalan, "Apakah yang dapat kita lakukan untuk membina dan mengembangkan kekuatan jiwa dan rohani dalam diri kita, di samping meningkatkan lagi kekuatan intelektual dan daya saing?"

Perkara yang patut kita lakukan ialah menjadikan keimanan dan ketakwaan kepada Allah sebagai paksi bagi seluruh tindakan kita dan menjadikan usaha untuk menjaga, memartabatkan, dan memperkasakan agama, akal, nyawa, harta, dan keturunan sebagai matlamat utama kehidupan kita. Masyarakat bertamadun tinggi hanya akan tercapai apabila kita berjaya untuk meningkatkan keimanan dan ketakwaan kepada Allah, membina ilmu pengetahuan yang sofistikated, membentuk budaya dan akhlak yang utuh, membangunkan jiwa yang merdeka, mengembangkan ekonomi yang seimbang dan menyeluruh, membentuk kehidupan yang berkualiti, membela hak asasi manusia, memelihara alam semula jadi, meningkatkan kekuatan pertahanan, dan mewujudkan kerajaan yang adil dan beramanah.

Dalam buku ini, penulis menjadikan gagasan di atas sebagai acuan bagi pemikiran dialektik tentang isu kritikal dalam pendidikan matematik di Malaysia. Pokoknya, sistem pendidikan matematik bertaraf dunia hanya dapat dicapai apabila kita berjaya untuk menangani isu kritikal yang berkaitan dengan pendekatan falsafah dan psikologi, konsepsi tentang matematik dan pendidikan matematik, pembentukan wawasan bagi pendidikan matematik, program pendidikan guru, perkembangan profesional guru, penggunaan teknologi digital, pengetahuan dan pedagogi matematik, dan penyelidikan dalam pendidikan matematik.

Jelasnya ialah pendidikan matematik di Malaysia tidak boleh terus berada dalam keadaan sekarang sebab perubahan yang pesat dan persaingan yang tinggi akan membuat pendidikan tersebut ketinggalan zaman. Dewasa ini, kesedaran tentang kemungkinan pendidikan matematik di negara kita akan dihanyutkan oleh arus keterbelakangan telah meningkatkan komitmen untuk menangani cabaran keterbelakangan dengan serius. Buku ini merupakan sumbangan ke arah melakukan anjakan besar bagi melonjakkan program pendidikan matematik ke tahap dunia. Menjadi harapan penulis agar perbincangan dan saranan dalam buku ini sedikit sebanyak memberi kesan positif ke atas komitmen dan tekad para pembaca.

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